U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) [] Charter [] Title I [] Magnet [**X**] Choice

Name of Principal: Mrs. Terry Weiss

Official School Name: St. Louis School

School Mailing Address:
12500 Clarksville Pike
Clarksville, MD 21029-1534

County: Howard State School Code Number*:

Telephone: (410) 531-6664 Fax: (410) 531-6690

Web site/URL: www.stlouisparish.org/school E-mail: tweiss@stlouisparish.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Robert Valenti

District Name: Archdiocese of Baltimore Tel: (410) 547-5511

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Julie Wrenn

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2004.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[ ] Urban or large central city
[ ] Suburban school with characteristics typical of an urban area
[X] Suburban
[ ] Small city or town in a rural area
[ ] Rural

4. 14 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	5	9	14	**6**	27	34	61
K	20	18	38	**7**	29	34	63
1	22	29	51	**8**	24	40	64
2	20	24	44	**9**			0
3	21	30	51	**10**			0
4	16	24	40	**11**			0
5	19	29	48	**12**			0
		TOTAL STUDENTS IN THE APPLYING SCHOOL					474

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
3	% Asian
4	% Black or African American
2	% Hispanic or Latino
1	% Native Hawaiian or Other Pacific Islander
87	% White
3	% Two or more races
100	**% Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 1 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	2
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1.	474
(5)	Total transferred students in row (3) divided by total students in row (4).	0.015
(6)	Amount in row (5) multiplied by 100.	1.477

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 12

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %

Total Number of Students Served: 56

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1	Autism		Orthopedic Impairment
	Deafness	17	Other Health Impaired
	Deaf-Blindness	22	Specific Learning Disability
5	Emotional Disturbance	10	Speech or Language Impairment
1	Hearing Impairment		Traumatic Brain Injury
	Mental Retardation		Visual Impairment Including Blindness
	Multiple Disabilities		Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	3	0
Classroom teachers	20	1
Special resource teachers/specialists	10	1
Paraprofessionals	3	3
Support staff	10	7
Total number	46	12

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **23 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	98%	98%	98%	98%	98%
Daily teacher attendance	97%	98%	98%	98%	97%
Teacher turnover rate	10%	6%	3%	16%	13%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Teacher turnover rate in the 2004-2005 school year is attributed to 1 retirement, 2 teachers accepting positions at public schools, and 1 teacher whose contract was not renewed. The teacher turnover rate in the 2005-2006 is attributed to 1 retirement, 3 teachers pursuing other, non-teaching careers, and 1 teacher accepting a position at a private school.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

St. Louis School, a co-educational Roman Catholic parish school within the Archdiocese of Baltimore, serves students in pre-kindergarten (four years of age) through eighth grade. The school's mission and vision focus on the development of the whole child, cultivating the student's intellect as they become successful learners and persons of faith and integrity who serve the broader community.

St. Louis School opened its doors in October 1923 as one of the first parochial schools in then-rural Clarksville, Maryland. During the past eighty-six years, the school has become an important presence in the developing suburb between Baltimore, MD and Washington, D.C.

Designed for the diverse learning styles and various needs of the students, the academic program challenges students and engages them in active learning and in cross-curricular study. Accelerated courses, such as Geometry, enable students to begin their high school years in advanced placement classes, while students with learning differences become confident through the support and expertise of three full-time resource teachers.

The core curriculum is enhanced by specialty area classes including Spanish, music, art, physical education, technology, and library, and by an array of extra-curricular activities such as Art Club, Drama Club, Yearbook, CYO and intramural basketball, Scouting, Math Fun, Primary and Middle School Chorus, Student Council, Spanish Club, Puppet Theater, Sports Club, It's Academic, and a Band program that garners top honors each year during regional music festivals.

Technology is an integral element of the academic program. State of the art computers are coupled with DLP projectors, audio and video equipment, cameras, and interactive whiteboard capability, to facilitate the gathering, presentation, and analysis of information. Extra-curricular activities foster ingenuity through student design of the school digital and paperbound yearbook, as well as the yearly production performed by the Drama Club.

While a rigorous academic program and a myriad of extracurricular activities promote student success, service to others is central to life at St. Louis School. Priests, parents, faculty, and staff model this core value, and they partner with students to organize fundraisers to aid the poor, give their time to perform chores for disabled persons, and participate in "Operation Welcome Home" for military service members returning from deployment. Students in each grade organize a service project of their choosing every year, while the Student Council sponsors monthly fundraisers to support disadvantaged parishes in Western Maryland and Haiti. This strong tradition of service builds community within the school and parish while creating an appreciation for the role each person plays as a global citizen.

Highly qualified and extraordinarily committed faculty and staff members, several with more than twenty-five years of tenure, bring their diverse life experiences (teaching in Africa, growing up in Ecuador, working in Saudi Arabia, living in Ireland, changing careers) to the students and continue as life-long learners by engaging in ongoing professional development.

All of these elements create an atmosphere of success that is enjoyed by students and faculty alike. Several St. Louis students have received the prestigious Marion Burk Knott Scholarship, requiring a qualifying score in the 95th percentile or above on a nationally standardized test, and an A average in all major subjects. One-half of our students in the 7th and 8th grades qualify annually to participate in the Johns Hopkins University Center for Talented Youth, and our students are recognized as Carson Scholars. Most graduates attend Catholic high schools, receiving numerous scholarships, not only for academics, but also for performing arts, visual arts, oratory skills, and athletics.

The enthusiastic volunteerism of parents and grandparents creates an extended family and enhances the school program. More than ninety-five percent of families volunteer for school activities and participate in school fundraisers. Parents embrace the mission and eagerly spread the good news of St. Louis School – "Where Spirit and Mind Rejoice!"

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

St. Louis School recognizes the importance of utilizing results from standardized assessments as one of several factors to influence curricular and instructional reform. In the 2004-2005 and 2005-2006 academic years, students in grades 2, 4, 6, and 8 took the Iowa Test of Basic Skills (ITBS). In the 2006-2007, 2007-2008, and 2008-2009 academic years, students took the Stanford Achievement Test (SAT 10). Both tests are norm-referenced and intended to provide assessment data in several core curricular areas including reading, language, and mathematics.

In 2006-2007, the first year the Stanford Achievement Test was administered, results yielded weaknesses in spelling and punctuation in grades 3 and 4, while capitalization rules and listening skills appeared weak in the middle school. Teachers were able to implement additional practice at identifying and correcting misspelled words in the primary grades and listening skills connected to note-taking in the middle school. Trends such as these are easily identified by plotting and manipulating testing data in a variety of ways. Graphs are generated for each class (i.e. Class of 2009) allowing the tracking of testing information for roughly the same group of students as they progress through different grade levels. Significant discrepancies in this data would suggest whether there are problems within the same group of students. Administrators and teachers meet to examine trends in subject areas to note particular strengths or weaknesses that may need to be addressed and modified in the curriculum. For example, the Class of 2012 (current 6^{th} graders) has consistently increased achievement from year to year in the area of mathematics. Their scores were in the 75^{th}, 80^{th}, and 88^{th} percentiles in 2007, 2008, and 2009 respectively. The lowest score was in their 3rd grade year, which was also the first year of the SAT 10 at St. Louis School. Clearly, achievement increased as students became more familiar with the style of the test and teachers were able to implement changes to the instructional program to close gaps in content and knowledge.

The next level of analysis occurs in a comparison of each grade level, even though the student population in that grade changes each year. This data is particularly useful in curriculum reform as it allows the tracking of significant weaknesses in each grade level as it affects new groups of students. Using this information, we generate two snapshots of the curriculum, one which looks at each grade level by subject area and the other which looks at each subject area by grade level. This type of vertical and horizontal disaggregation allows us to track consistency and strength of instruction in core subject areas. An analysis of 8^{th} grade social studies scores in the last three years has yielded evidence of significant gains, from the 78^{th} percentile in 2007 to the 87^{th} in 2009. In contrast, math scores in the 4th grade have declined from the 86^{th}, to 80^{th}, to 74^{th} percentile in the 2006-2007, 2007-2008, and 2008-2009 academic years respectively. Curriculum maps for 4th grade math will continue to be analyzed and adjustments made to foster positive gains in subsequent years.

Finally, we plot a comparison of scores by grade level between St. Louis School and the averages for the entire Archdiocese of Baltimore in each subject area. We also analyze scores from neighboring schools to ensure that we are providing an academically rigorous and challenging curriculum. St. Louis School's test results have consistently been significantly higher than the coinciding archdiocesan and national scores. Readers of St. Louis School's test scores should be mindful of the distinction between our ITBS and SAT 10 testing data, because scores between different tests cannot be equally compared.

2. **Using Assessment Results:**

Scores for the SAT 10 are shared with teachers at the end of each school year. Administrators assist teachers in utilizing this data to scrutinize student achievement for potential gaps and determine whether their instructional program has adequately prepared students to excel or if adjustments need to be made. If significant deviations in student performance are realized, teachers are encouraged to seek additional

resources or curricular adaptations to close the gap. The Coordinator of Academic Affairs generates detailed reports analyzing student achievement according to several factors including content area, raw score versus percentile scores, and disaggregated data by ethnicity or gender. This allows teachers to ascertain strengths and weaknesses of incoming students and plan strategies for increasing performance in the subsequent academic year.

For example, several teachers use Lexile scores, an indicator of student reading level generated through the testing process, to plan lessons and reading assignments that challenge students at their current ability. This allows higher achieving students to remain challenged, while students requiring additional support are taught at a suitable level. At the beginning of each school year, teachers submit professional goals for incorporation of standardized testing preparation into the routine instruction of their classroom. Test scores are additionally utilized to influence the curriculum and instructional strategies in a variety of ways. Since test scores have consistently indicated lower achievement in 3rd grade, perhaps as a result of their relative inexperience with the testing format, students will receive additional preparation through an online portal that allows students to take practice tests and analyze their progress over time. Recognizing trends and instituting appropriate measures of intervention are the most important hallmarks of effectively integrating assessment results into the Course of Study. Utilizing assessment data to drive instructional decisions enables teachers to be more responsive to student needs and achieve the highest possible level of success.

3. **Communicating Assessment Results:**

Open communication regarding test scores and student performance is an integral part of student success at St. Louis School. Individualized test scores are sent home to parents in the late spring or early fall depending upon when the scores become available for distribution. Testing data is published on the school's website to communicate our results to current and prospective families. Graphs and charts provide a clear, visual articulation of our scores compared to the entire Archdiocese of Baltimore across grade levels, noting performance above archdiocesan and national averages. This equips parents with multiple methods of conceptualizing overall school performance in addition to how their child or children scored relative to other students in each content area.

Parents are invited to an information session to highlight trends in testing data from the previous year and to further explain areas of student success and needed improvement. Practical strategies for increasing testing performance are shared as well as resources and testing preparation materials, especially for parents of students who will be taking the test for the first time. The resources that are distributed to parents also explain how to interpret and extract meaningful indicators of achievement from the scores when received. Administrators and teachers are available to answer questions and to address concerns in regard to testing data, utilization of scores, or proper preparation.

The position of Coordinator of Academic Affairs was created in the 2009-2010 school year to ensure that standardized testing data is incorporated into the curriculum mapping effort and to promote cohesive unity between the Living Course of Study and the content addressed through standardized testing. He is available throughout the year to meet with parents on an individual or group basis to discuss testing results and strategies for improvement, allowing for a consistent channel of communication between administrators, teachers, parents, and students in regards to testing.

4. **Sharing Success:**

St. Louis School is fortunate to be one of the ministries of St. Louis Parish, a vibrant 4200 family, Catholic community serving Western Howard County. As part of this community, the school uses various outlets, both internally and externally to "spread the good news" of Saint Louis School. Weekly school newsletters and parish bulletins incorporate the current events of students, teachers and alumni. The school website is consistently upgraded and enhanced so that it visually portrays the school community and serves as an information resource for potential new students and their families. Quarterly "Spirit of Saint Louis"

newsletters and Annual Reports highlight special achievements and activities through parish-wide distribution. In addition, the school maintains relationships with neighboring parishes, utilizing their weekly bulletins to invite neighbors to school events. The *Catholic Review*, the *Howard County Times* and the *Columbia Flier* are utilized to publicize school events and the success of our students, both academically and in their extra-curricular activities.

In terms of the broader educational community, teachers are encouraged to participate in annual professional development experiences and workshops where they are able to share instructional strategies and best practices with colleagues from other schools. The principal serves on an archdiocesan committee with other local administrators in the region that meet to collaborate on shared initiatives. The assistant principal has served on a team for the "Factors of Viability" archdiocesan accreditation program where she has met with faculty, staff, and administrators from several schools in an effort to assess school operations and educational infrastructures and provide constructive feedback in return. St. Louis School continues to engage neighboring institutions in striving for common success. As a new member of the prestigious Blue Ribbon community, we will use all of our resources to celebrate and share this special designation for St. Louis School.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The Archdiocese of Baltimore Living Course of Study serves as the foundation of the academic program at St. Louis School. The Course of Study is based upon national standards in the various content areas and includes continued evaluation to ensure a dynamic academic program. The evaluation of the academic program includes vertical and horizontal analyses of standardized testing results, departmental reviews, meetings among the various grade level teachers (primary school, middle school, school-wide), and strategic planning sessions. Input is also gathered from parents and members of the community (e.g. high school officials). The Rubicon Atlas Curriculum Mapping software facilitates the evaluation process by providing both comprehensive and targeted views.

The result is a rigorous academic program that challenges students and engages them in hands-on learning opportunities and assessments designed to appeal to their various learning styles. Cross-curricular activities enable the students to participate in authentic learning and appreciate the significance of their work in a broader context.

All aspects of the academic program stem from the school's Catholic identity. Throughout the day, students, faculty and staff strive to be persons of faith by engaging in daily prayer, participation in weekly school wide celebration of Mass, and in service to others. A yearly school and parish theme offers a common focal point, and monthly Golden Graces suggest simple ways to be a better person. Programs such as "Steps to Respect" foster an appreciation for individuality and diversity.

Strong reading and writing skills are the cornerstones of the integrated language arts program which also includes phonics, English grammar, spelling, penmanship, vocabulary development, comprehension, speaking, and listening skills. Phonemic awareness, reading fluency, authentic literature, Drop Everything And Read (DEAR) time, journaling, and writing across the curriculum foster life-long communication and comprehension skills.

Concepts, computation, and problem solving are the pillars of the mathematics program. Using manipulatives, students move from concrete to abstract thinking as they develop a strong foundation in facts, acquire number sense, master operations, unlock patterns, and solve problems. Mathematical reasoning is expanded as students evaluate algebraic expressions and apply geometric principles including proofs, theorems, and postulates.

The science program focuses on contextual learning through experiments, demonstrations, research, construction, and oral and written reports, all designed to promote an understanding of earth, physical, and life sciences. Students hypothesize, predict, and extend their knowledge as they apply scientific reasoning to solve problems.

The social studies curriculum affords students opportunities to explore the world's geography, cultures, and history. Through maps, globes, texts, field trips, guest speakers, newspapers and periodicals, students interpret data, debate, critique, and analyze. They engage in public speaking and write from various points of view while emerging as informed, creative, and productive citizens.

St. Louis School is in compliance with the foreign language requirement of the Blue Ribbon program, Spanish is taught to students in Kindergarten through eighth grade and, with the exception of a few students who are exempt due to academic modifications, all students participate. Native Spanish speakers instruct students in Spanish vocabulary, conversation, grammar, and culture as part of the curriculum. The students also learn Catholic prayers in Spanish and perform Spanish language songs during various events.

Visual and performing arts are integral elements of the curriculum. They are routinely partnered with the core subjects in cross-curricular activities and are showcased during special events including concerts, theatrical productions, and an annual Cultural Arts Night.

The academic program includes a study skills component to bolster note-taking, test preparation, memorization techniques, time management, and organization. Use of state of the art technology, including document cameras, classroom computers, DLP projectors, and interactive whiteboard capability, is integrated throughout the curriculum. A science lab and a library/media center provide additional support tools to the students and faculty.

2a. **(Elementary Schools) Reading**:
(This question is for elementary schools only)

St. Louis School incorporates reading into the language arts curriculum. The reading and language arts components are interdependent and the teachers find that teaching them together is the most effective means to address the needs of each child.

The curriculum in grades Pre-K through 4 integrates phonics, spelling, and language skills while emphasizing comprehension in relation to total language development. Grammar, creative writing, and handwriting are also important components.

In grades 5 and 6 the curriculum begins with studies of short stories and transitions to guided readings of novels, poetry, and dramatic works. The English and writing components incorporate practice in composition, public speaking, and grammar exercises. In addition to reinforcing elementary skills, spelling instruction introduces word derivations and content area terms. Vocabulary evaluation requires students to use specific language in their written and spoken assignments.

In grades 7 & 8 the Literature and Integrated Studies program provides critical reading, language, and writing skills to students. Professional resources add depth and flexibility to teaching, favorite novels support reading and writing development, and technology resources take the students beyond the printed page.

By engaging in cross-curricular activities, students are able to participate in opportunities for experiential learning leading to greater depth of comprehension. Activities such as an 8th grade visit to the Holocaust Museum while studying *Night* by Elie Wiesel, and the design of a book cover in art class portraying a memorable image from that visit, provides students with a broader understanding of the written word.

With the help of three full-time resource teachers, instructional and assessment practices are designed and modified according to the learning styles of the students (e.g. portfolios that reflect a student's strengths and areas for improvement; instruments such as Dibels or the Stieglitz Informal Reading Inventory to screen students; Academic Intervention Plans for students with documented learning differences; utilizing individual or small group instruction to meet students' needs)

3. **Additional Curriculum Area:**

In mathematics, St. Louis School meets children where they are and assists them in reaching their potential. The mathematics program for pre-kindergarten through grade 4 utilizes manipulatives to promote the mastery of math facts and cultivate math sense while developing computational, problem solving and critical thinking skills. In grades five through eight, there is an additional emphasis on concepts and applications

Students in fifth through eighth grade are grouped by ability levels, as determined by the mathematics faculty, after considering aptitude and testing results. Students in grades seven and eight study Pre-algebra, Algebra I, or Geometry.

Approximately 50% of St. Louis 8th graders take Geometry, enabling them to enroll in accelerated high school classes. Students in the Algebra I track consistently test out of Algebra and are prepared to take Geometry in their first high school year. As indicated by the school's standardized test scores, the standards established by the Course of Study and documented in PowerSchool are met and significantly exceeded.

St. Louis School takes great pride in the strength of its math program and attributes its success to the faculty's collaborative approach across grade and student ability levels. The math faculty enjoys significant tenure and has acquired expertise through years of instruction in this subject area. Our dedicated teachers continually seek to implement new strategies for success, seeking professional development opportunities and collaborating with other educators.

The strength of the math program is reflected in the success of the school's graduates as they receive numerous scholarships to high school and consistently outscore other middle school and high school students in regional Mathfax competitions. The word-of-mouth accolades conveyed by high-school teachers and recommendations from current and former parents further indicate the success of our math program.

4. **Instructional Methods:**

At St. Louis School, instruction and assessment are dynamic processes continually evaluated and revised to ensure a rigorous academic program tailored to the diverse learning styles and individual needs of the students. Differentiated instruction applied across the curriculum enables St. Louis students to achieve in unique, creative ways. Flexible grouping, cooperative learning, cross-curricular assessments, and integrated technology are routinely implemented.

Faculty and staff members meld their years of expertise with recent developments in educational research to shape methods of instruction for today's learners. Drawing from professional development opportunities on topics such as differentiated assessment and grading, the "Four Square" writing method, raising the achievement of struggling learners, understanding learning disabilities through F.A.T. City, and motivational techniques, teachers adapt instructional practices.

The school's Resource Program serves students who require additional support. Three full-time resource teachers team with the guidance counselor, subject area teachers, and administrators, to aid students who have been identified through a referral process. With parent consultation, the team develops an Academic Intervention Plan for each student. Employing strategies that include Orton-Gillingham, visualizing-verbalizing, multi-sensory, and finger spelling, the resource teachers work with students individually, in small group settings, or in the subject area classrooms.

The resource teachers also dialog with the subject area teachers to utilize modified tests/quizzes, adjusted homework assignments, study partners, and note-taking buddies. Additionally, the resource teachers educate the entire student body during bi-monthly reading and writing classes, thereby enabling children of all ability levels to participate meaningfully in general classroom instruction and increasing acceptance of children with learning differences.

Enrichment and extension opportunities challenge high achieving students. Accelerated math classes such as Algebra I and Geometry, literature circles, learning centers, independent research projects, self-assessment, and extra-curricular activities such as Drama Club, Band, and Its Academic, enable students to excel as they own their learning.

5. **Professional Development:**

Through various professional development opportunities each year, the faculty, staff and administrators of St. Louis School regularly participate in training and in-service days where their outlooks are renewed and strengthened as they become better educators of their students. Recent teacher opportunities include sessions

on differentiated instruction, designing and implementing diverse assessment strategies, effective classroom management, developing and updating curriculum maps (Muffins and Mapping), and faith-centered events such as the faculty retreat "Taking up the Cross", where the faculty and staff toured the Basilica of the National Shrine in Baltimore.

Neuropsychologists and AOB officials have conducted professional development opportunities to assist the faculty and staff in knowing when and how to initiate an intervention process for students in need and for referral to our resource program.

In addition, the faculty and staff is encouraged and has utilized Title II funds to attend courses for advanced degrees, certification and to enhance instruction. The school Technology Coordinator, Media Integration Specialist, and Coordinator of Academic Affairs conduct additional in-house professional development and training seminars for faculty and staff in the use of Microsoft Office Publisher, PowerPoint, PowerSchool internet grading software, and integration of whiteboards, DLP projectors and document cameras in student instruction.

The School Counselor offers yearly instruction to the students in programs designed to foster respect for others (Steps to Respect), personal safety (Talking about Touching), dealing with loss (Rainbow's for All God's Children), and age-appropriate use of the internet, in addition to biannual parenting sessions on current adolescent issues.

6. **School Leadership:**

St. Louis School is a parish school, supported financially (through tuition assistance) and spiritually by the leadership of the pastor Monsignor Joseph Luca. The principal, vice principal and Coordinator of Academic Affairs collaborate with the faculty and staff to implement the school's strategic plan, "Renewing the Vision". The School Board advises the administrative team during monthly meetings throughout the school year.

The principal ensures that the academic program exceeds the Archdiocesan Course of Study and that the students receive a comprehensive, faith-based education. The Principal's Leadership Council, comprised of administrators, resource teachers, faculty members, and the school counselor plan and advise the principal on issues concerning student advancement. In addition to school-wide faculty meetings, the principal conducts monthly primary and middle-school meetings to discuss issues and implement strategies specific to these grade levels.

The principal oversees personnel management, development of the school budget, and the daily operations of the school, serving as the spiritual leader of the school, and consistently promoting its Catholic Identity. The principal has implemented the school's disciplinary policy grounded in forgiveness and the opportunity for a fresh start, hosts an annual retreat for the faculty/staff, safeguards the children by complying with STAND directives, and ensures that the programmatic aspects of the school are consistent with the teaching of the Catholic Church.

The principal has instituted several initiatives including: a Drama Club, the Band program (Primary, Prep and Concert), a Resource Program for students with various learning needs, a Counseling Program, Health and Safety training for faculty and staff, positive reinforcement opportunities such as NUT (No Uniform Today) cards, and a Pre-K program for 4 year-old children.

The administrative team works collaboratively with the Home-School President and volunteer leadership and enthusiastically participates in school social events. An open-door policy is maintained to meet individually with concerned parents and families, encouraging an atmosphere where parents feel like true partners in the educational process.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes **X** No ___

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

$5970	$5970	$5970	$5970	$5970	$5970
K	1st	2nd	3rd	4th	5th
$5970	$5970	$5970	$0	$0	$0
6th	7th	8th	9th	10th	11th
$0	$3200				
12th	Other				

4. What is the educational cost per student? $ 6845 (School budget divided by enrollment)

5. What is the average financial aid per student? $ 327

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
 5 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction?
 21 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 2 Test: Iowa Test of Basic Skills
Edition/Publication Year: Form A/2000 Publisher: The Riverside Company
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month				Oct	Oct
SCHOOL SCORES					
Average Score				85	85
Number of students tested				61	53
Percent of total students tested				100	100
Number of students alternatively assessed				0	0
Percent of students alternatively assessed				0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
Students in 2nd Grade were given the Iowa Test of Basic Skills in the 2004-2005 & 2005-2006 academic years. The Stanford Achievement Test (10th Edition) is not required for students in 2nd grade in the Archdiocese of Baltimore, so testing was not conducted past these dates. No students required alternate assessment in these classes.

Subject: Reading Grade: 2 Test: Iowa Test of Basic Skills
Edition/Publication Year: Form A, 2000 Publisher: The Riverside Company
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month				Oct	Oct
SCHOOL SCORES					
Average Score				88	85
Number of students tested				61	53
Percent of total students tested				100	100
Number of students alternatively assessed				0	0
Percent of students alternatively assessed				0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
Students in 2nd Grade were given the Iowa Test of Basic Skills in the 2004-2005 & 2005-2006 academic years. The Stanford Achievement Test (10th Edition) is not required for students in 2nd grade in the Archdiocese of Baltimore, so testing was not conducted past these dates. No students required alternate assessment in these classes.

Subject: Mathematics Grade: 3 Test: Stanford Achievement Test
Edition/Publication Year: 10th Edition/2002 Publisher: Harcourt Assessment, Inc.
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Apr		
SCHOOL SCORES					
Average Score	73	67	75		
Number of students tested	34	42	57		
Percent of total students tested	97	100	100		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed	0	2	0		
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
Students in 3rd grade took the Stanford Achievement Test (10th Edition) in the 2006-2007, 2007-2008, and 2008-2009 academic years. There is no 3rd grade testing data prior to these dates because at that time the Iowa Test of Basic Skills was only conducted for grades 2, 4, 6 and 8. Since the Stanford Achievement Test is an untimed test, students who were alternately assessed were permitted to write their answers in the test booklet. In 2006-2007 and 2007-2008, these students' scores were included in the group total, and in 2008-2009 they were not. The percent of total students tested in 2008-2009 equals 97% because one student failed to complete the test due to absence.

Subject: Reading Grade: 3 Test: Stanford Achievement Test

Edition/Publication Year: 10th Edition, 2002 Publisher: Harcourt Assessment, Inc.

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Apr		
SCHOOL SCORES					
Average Score	86	80	79		
Number of students tested	35	42	56		
Percent of total students tested	100	100	98		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed	0	2	0		
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
Students in 3rd grade took the Stanford Achievement Test (10th Edition) in the 2006-2007, 2007-2008, and 2008-2009 academic years. There is no 3rd grade testing data prior to these dates because at that time the Iowa Test of Basic Skills was only conducted for grades 2, 4, 6 and 8. Since the Stanford Achievement Test is an untimed test, students who were alternately assessed were permitted to write their answers in the test booklet. In 2006-2007 and 2007-2008, these students' scores were included in the group total, and in 2008-2009 they were not. In 2006-2007, the percent of total students tested equals 98% because one student failed to complete the test due to absence.

Subject: Mathematics

Grade: 4 Test: SAT(06/07-08/09) & ITBS(04/05-05/06)

Edition/Publication Year: (10th Edition/2002) & (Form A/2000)

Publisher: Harcourt Assessment, Inc./The Riverside Company

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Apr	Oct	Oct
SCHOOL SCORES					
Average Score	74	80	86	81	84
Number of students tested	43	60	50	57	54
Percent of total students tested	96	100	100	97	96
Number of students alternatively assessed	2	1	3	2	2
Percent of students alternatively assessed	4	2	6	3	4
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
Students in the 4th grade took the Stanford Achievement Test (10th Edition) in 2006-2007, 2007-2008, and 2008-2009 while the Iowa Test of Basic Skills (ITBS) was administered in 2004-2005 and 2005-2006. Students who were alternately assessed on the ITBS were untimed and their scores were not included in the group total. Students who were alternately assessed on the Stanford Achievement Test were permitted to write their answers in the test booklet. In 2006-2007 and 2007-2008, these students' scores were included in the group total, and in 2008-2009 they were not.

Subject: Reading

Grade: 4 Test: SAT(06/07-08/09) & ITBS(04/05-05/06)

Edition/Publication Year: (10th Edition/2002) & (Form A/2000)

Publisher: Harcourt Assessment, Inc./The Riverside Company

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Apr	Oct	Oct
SCHOOL SCORES					
Average Score	90	87	89	86	88
Number of students tested	43	60	50	57	54
Percent of total students tested	96	100	100	97	96
Number of students alternatively assessed	2	1	3	2	2
Percent of students alternatively assessed	4	2	6	3	4
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
Students in the 4th grade took the Stanford Achievement Test (10th Edition) in 2006-2007, 2007-2008, and 2008-2009 while the Iowa Test of Basic Skills (ITBS) was administered in 2004-2005 and 2005-2006. Students who were alternately assessed on the ITBS were untimed and their scores were not included in the group total. Students who were alternately assessed on the Stanford Achievement Test were permitted to write their answers in the test booklet. In 2006-2007 and 2007-2008, these students' scores were included in the group total, and in 2008-2009 they were not.

Subject: Mathematics Grade: 5 Test: Stanford Achievement Test
Edition/Publication Year: 10th Edition/2002 Publisher: Harcourt Assessment, Inc.
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Apr		
SCHOOL SCORES					
Average Score	88	83	84		
Number of students tested	55	54	56		
Percent of total students tested	92	100	100		
Number of students alternatively assessed	5	5	5		
Percent of students alternatively assessed	8	9	9		
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
Students in 5th grade took the Stanford Achievement Test (10th Edition) in the 2006-2007, 2007-2008, and 2008-2009 academic years. There is no 5th grade testing data prior to these dates because at that time the Iowa Test of Basic Skills was only conducted for grades 2, 4, 6 and 8. Since the Stanford Achievement Test is an untimed test, students who were alternately assessed were permitted to write their answers in the test booklet. In 2006-2007 and 2007-2008, these students' scores were included in the group total, and in 2008-2009 they were not.

Subject: Reading Grade: 5 Test: Stanford Achievement Test
Edition/Publication Year: 10th Edition/2002 Publisher: Harcourt Assessment, Inc.
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Apr		
SCHOOL SCORES					
Average Score	89	84	86		
Number of students tested	55	54	56		
Percent of total students tested	92	100	100		
Number of students alternatively assessed	5	5	5		
Percent of students alternatively assessed	8	9	9		
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
Students in 5th grade took the Stanford Achievement Test (10th Edition) in the 2006-2007, 2007-2008, and 2008-2009 academic years. There is no 5th grade testing data prior to these dates because at that time the Iowa Test of Basic Skills was only conducted for grades 2, 4, 6 and 8. Since the Stanford Achievement Test is an untimed test, students who were alternately assessed were permitted to write their answers in the test booklet. In 2006-2007 and 2007-2008, these students' scores were included in the group total, and in 2008-2009 they were not.

Subject: Mathematics Grade: 6 Test: SAT(06/07-08/09) & ITBS(04/05-05/06)

Edition/Publication Year: (10th Edition/2002) & (Form A/2000)

Publisher: Harcourt Assessment, Inc./The Riverside Company

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Apr	Oct	Oct
SCHOOL SCORES					
Average Score	88	82	85	88	84
Number of students tested	55	60	50	47	58
Percent of total students tested	90	100	100	96	98
Number of students alternatively assessed	6	2	1	2	1
Percent of students alternatively assessed	10	3	2	4	2
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
Students in the 6th grade took the Stanford Achievement Test (10th Edition) in 2006-2007, 2007-2008, and 2008-2009 while the Iowa Test of Basic Skills (ITBS) was administered in 2004-2005 and 2005-2006. Students who were alternately assessed on the ITBS were untimed and their scores were not included in the group total. Students who were alternately assessed on the Stanford Achievement Test were permitted to write their answers in the test booklet. In 2006-2007 and 2007-2008, these students' scores were included in the group total, and in 2008-2009 they were not.

Subject: Reading

Grade: 6 Test: SAT(06/07-08/09) & ITBS(04/05-05/06)

Edition/Publication Year: (10th Edition/2002) & (Form A/2000)

Publisher: Harcourt Assessment, Inc./The Riverside Company

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Apr	Oct	Oct
SCHOOL SCORES					
Average Score	88	81	85	88	77
Number of students tested	55	60	50	47	58
Percent of total students tested	90	100	100	96	98
Number of students alternatively assessed	6	2	1	2	1
Percent of students alternatively assessed	10	3	2	4	2
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
Students in the 6th grade took the Stanford Achievement Test (10th Edition) in 2006-2007, 2007-2008, and 2008-2009 while the Iowa Test of Basic Skills (ITBS) was administered in 2004-2005 and 2005-2006. Students who were alternately assessed on the ITBS were untimed and their scores were not included in the group total. Students who were alternately assessed on the Stanford Achievement Test were permitted to write their answers in the test booklet. In 2006-2007 and 2007-2008, these students' scores were included in the group total, and in 2008-2009 they were not.

Subject: Mathematics Grade: 7 Test: Stanford Achievement Test
Edition/Publication Year: 10th Edition/2002 Publisher: Harcourt Assessment, Inc.
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Apr		
SCHOOL SCORES					
Average Score	83	81	90		
Number of students tested	59	56	49		
Percent of total students tested	95	100	100		
Number of students alternatively assessed	3	1	2		
Percent of students alternatively assessed	5	2	4		
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
Students in 7th grade took the Stanford Achievement Test (10th Edition) in the 2006-2007, 2007-2008, and 2008-2009 academic years. There is no 7th grade testing data prior to these dates because at that time the Iowa Test of Basic Skills was only conducted for grades 2, 4, 6 and 8. Since the Stanford Achievement Test is an untimed test, students who were alternately assessed were permitted to write their answers in the test booklet. In 2006-2007 and 2007-2008, these students' scores were included in the group total, and in 2008-2009 they were not.

Subject: Reading Grade: 7 Test: Stanford Achievement Test
Edition/Publication Year: 10th Edition/2002 Publisher: Harcourt Assessment, Inc.
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Apr		
SCHOOL SCORES					
Average Score	83	85	89		
Number of students tested	59	56	49		
Percent of total students tested	95	100	100		
Number of students alternatively assessed	3	1	2		
Percent of students alternatively assessed	5	2	4		
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
Students in 7th grade took the Stanford Achievement Test (10th Edition) in the 2006-2007, 2007-2008, and 2008-2009 academic years. There is no 7th grade testing data prior to these dates because at that time the Iowa Test of Basic Skills was only conducted for grades 2, 4, 6 and 8. Since the Stanford Achievement Test is an untimed test, students who were alternately assessed were permitted to write their answers in the test booklet. In 2006-2007 and 2007-2008, these students' scores were included in the group total, and in 2008-2009 they were not.

Subject: Mathematics

Grade: 8 Test: SAT(06/07-08/09) & ITBS(04/05-05/06)

Edition/Publication Year: (10th Edition/2002) & (Form A/2000)

Publisher: Harcourt Assessment, Inc./The Riverside Company

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Apr	Oct	Oct
SCHOOL SCORES					
Average Score	83	86	84	84	86
Number of students tested	52	53	59	50	54
Percent of total students tested	98	100	100	93	93
Number of students alternatively assessed	1	2	0	4	4
Percent of students alternatively assessed	2	4	0	7	7
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
Students in the 8th grade took the Stanford Achievement Test (10th Edition) in 2006-2007, 2007-2008, and 2008-2009 while the Iowa Test of Basic Skills (ITBS) was administered in 2004-2005 and 2005-2006. Students who were alternately assessed on the ITBS were untimed and their scores were not included in the group total. Students who were alternately assessed on the Stanford Achievement Test were permitted to write their answers in the test booklet. In 2006-2007 and 2007-2008, these students' scores were included in the group total, and in 2008-2009 they were not.

Subject: Reading

Grade: 8 Test: SAT(06/07-08/09) & ITBS(04/05-05/06)

Edition/Publication Year: (10th Edition/2002) & (Form A/2000)

Publisher: Harcourt Assessment, Inc./The Riverside Company

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Apr	Apr	Oct	Oct
SCHOOL SCORES					
Average Score	86	89	84	80	86
Number of students tested	52	53	59	50	54
Percent of total students tested	98	100	100	93	93
Number of students alternatively assessed	1	2	0	4	4
Percent of students alternatively assessed	2	4	0	7	7
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:
Students in the 8th grade took the Stanford Achievement Test (10th Edition) in 2006-2007, 2007-2008, and 2008-2009 while the Iowa Test of Basic Skills (ITBS) was administered in 2004-2005 and 2005-2006. Students who were alternately assessed on the ITBS were untimed and their scores were not included in the group total. Students who were alternately assessed on the Stanford Achievement Test were permitted to write their answers in the test booklet. In 2006-2007 and 2007-2008, these students' scores were included in the group total, and in 2008-2009 they were not.